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ABSTRACT

This final performance report for the Broward County Library Read Campaign literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project objectives for 1992-93: (1) set up a literacy office in a branch library, located on the campus of a community college, by January of 1993; (2) increase the number of students being tutored at the branch; (3) increase the number of tutors at the branch and involve the students on the community college campus as tutors; (4) hold workshops in March and July to increase community awareness of literacy needs and to improve expertise of tutors; and (5) conduct a final evaluation of the project. Proposed and actual expenditures are compared. Attachments include photographs, an evaluative report, workshop announcements, and a newspaper clipping. (MES)

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ED 416 892

Broward County Library Read Campaign, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

R167A20095

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
_X_ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_X_ Other (describe) Disadvantaged Communities

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

__X__ one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes __X__ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes __X__ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

We try to remove all stigma of success/fail and just encourage the tutors to be as positive as possible with the student.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
__X__ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 41
Of those served, how many received direct tutoring service? 41
How many hours of direct tutoring service did they receive? 1,152
How many new volunteer tutors were trained? 20
How many current volunteer tutors received additional training? 19
How many volunteer tutors (total) were involved? 39 **
How many non-tutor volunteers were recruited? NA
How many service hours were provided by non-tutors? NA
How many librarians were oriented to literacy methods, materials, and students? 4
How many trainers of tutors were trained? NA

** An additional 23 volunteers received training at South Regional, but are now tutoring at different libraries.

Part III: Narrative Report See Attached Report.

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Broward County Library
Read Campaign

Final Report - Grant Funded Project

Date: Sept. 30, 1993 **Project Title:** Community Literacy Specialist

Project Director: Janet Hansen Ph. 305-765-4271

Project Participants: Tutors and students, community organizations located in the South Regional Library Branch area of Broward County.

Project Dates: From 10/1/92 through 9/30/93.

Grant Source and Amount LSCA Title VI - $35,000

Grant Number: R167A20095

Activity Summary

The purpose of this grant was to conduct a one year trial/study program to evaluate the possibilities and advantages of establishing a viable high profile branch library literacy program for local students and tutors. We chose a branch library which is located on the campus of a community college. We felt this was an ideal location not only in terms of the college resources, but also because of the low economic neighborhood pockets interspersed near the college grounds. Thus, it was very convenient for students and tutors alike, and transportation was not a major problem.

The plan was to have a dedicated literacy room in the library, under the full time direction of a Community Literacy Specialist. They would continue with the basic Laubach one on one tutoring, supplemented with computer programs, and an extensive high-low collection. Specialized workshops and activities would be scheduled at that branch for the students and tutors.

Goals and Objectives

Objective #1 - Set Up a literacy office in the South Regional Library Branch by January of 1993.

Result: Because the local Branch Head bought into this idea, there was no problem in identifying a room in the library for this project. It was necessary to clean out and to remodel the room which took some time, but the result was a nice, bright, useful room for everyone involved. A phone line was brought in and the room was ready prior to the January dateline. As the furniture provided by the grant arrived, it was gratefully accepted and put into use by the tutors and students. In fact, the tutors and students were ecstatic about the fact that they had a room dedicated to literacy which provided them the resources and privacy they needed. Some of their comments will be included in Section 5 of this report called Final Evaluation.

Objective # 2 - Increase the number of students being tutored at the South Regional Branch.

Result: Through the Friends of Literacy, we were able to obtain a data base software program which enabled us, among other things, to generate monthly reports on the activities held at the South Regional Library. One part of this report was a listing of the tutor-student matches. After the office opened in January of 1993 the number of matches there increased dramatically and maintained an 18% increase of students through September which greatly exceeded the percentage of increase of matches in the program countywide. We had 41 students tutored at South Regional during the grant year with over 1,100 tutoring hours recorded. Although this goal was written strictly on a quantitative basis, we found that the quality work done by the students in that atmosphere was improved as well. This was due perhaps to the fact that they now had "a room of their own" which was very private, and the coordinator was available to assist and encourage the tutors as needed.

Objective # 3 - Increase number of tutors at South Regional, and involve the students on campus as tutors.

Result: Our success in this area is mirrored in the paragraph above. We had 20 new tutors trained that took on students at South Regional. Another 23 tutors were trained at South Regional, but they took students at other libraries. Although we had great overall success for this goal, we were a little disappointed in the involvement of the college students. Very few actually became tutors. However, we did make arrangements with the school administration to present the program to the students during their orientation for the fall semester. Results from these presentations will not be seen until October, and thus cannot be included in this report.

The community literacy specialist also contacted the coordinator of Students Offer Service Program (S.O.S.) and brought her up to date on the literacy lab, and encouraged her to involve her members in our program. The goal of S.O.S. is to get students more involved in college activities and the community. The college is also setting up ways for the student to earn college credit, and tuition scholarships by performing community service. They have agreed to include working in the literacy lab as a qualified service.

This should increase the number of students tutoring in the lab, but we will not know until later. Whatever our success in regards the students, the other benefits of having the lab there certainly justifies keeping it going. However, the chances of the County providing funds or a person to monitor the lab now looks slim.

Objective #4 - Hold Workshops in March and July to increase community awareness of literacy needs, and to improve expertise of tutors.

Result: The first workshop was delayed until May 15th to avoid scheduling conflicts and to give Derald Shirley more time to prepare for the Workshop. The theme of the workshop was "Reading Recyclables" and was presented in part by Shirley Ward, a curriculum specialist for the Broward County School Board. It was a unique approach to teaching literacy, and used an idea (the environment) which is certainly on everyone's mind these days. Just a couple of comments from the participants: "The paper plate vowel and blending boards, and the egg carton game were very helpful." ..."the workshop taught me more creative ways to tutor." The overall rating of the workshop was deemed excellent by the participants.

One of the goals of the workshop was to build a strong community business network to support literacy. However, as it became obvious that the County, due to budget restraints was not going to pick up additional staff or programs, and since we had no way of knowing if the grant would be renewed in September, we did not pursue this goal on an active basis. I do believe it is a viable goal for the future if a staff person can be hired to establish and maintain the network. Meanwhile, the Women of Brandeis University have expressed interest in a volunteer literacy project, and we have presented the idea of them running the literacy lab at South Regional. They are in process of evaluating this proposal to see if they will have enough volunteers to do an effective job.

The second workshop was scheduled for July 31, 1993. The workshop was geared to help tutors teach their students about local services and businesses. Triple A assisted at the workshop and gave the tutors; maps, local brochures, and general information. The staff followed up with local field trips that the tutors could take their students to. The workshop was well attended and the evaluations turned in by the attendees gave excellent reviews.

Objective #5 - Final evaluation of project.

Result: Our progress on the grant was tracked by monthly reports generated first by Derald Shirley, the coordinator for this project, which were then entered into our database program. We completed an evaluative report in May in accordance with the grant requirements. A copy of this report is attached as it spells out the results of the first seven months of the project. The last five months got only better as the students and tutors became used to having a room for their own use, along with a resource person to assist them. The coordinator also held evening tutor support sessions for the tutors on a monthly basis which gave them a chance to discuss problems and answers about dealing with their students. The availability of a computer in the room with the learning program "Solutions", was a great help for students who wanted to put in "extra" hours or learn on their own if a tutor was not available. Our experience was indeed positive for both tutors and students as the number of matches and the quality of tutoring increased. The input we received from the staff at South Regional was good also. They felt this was really a great service to be available at their facility. Therefore, the impact of the grant was good, and it is a concept that we want to continue in the future, budgets permitting.

The publicity for the project was good, with articles appearing in the Friends of Literacy Newsletter, the Department Newsletter, and the County Newsletter. A nice picture and article also appeared in the Miami Herald, the largest daily newspaper in South Florida. (See appendix.)

All of the activities for this grant took place in the library and were a part of the South Regional library branch services.

Any questions in regards the grant can be addressed to Janet Hansen, Literacy Coordinator, 305-765-4271.

Budget Summary - Preliminary

Code	Final Budget	Spent	Remaining
Salaries	$13,762	$13,830	-68
Fringe	$ 4,420	$ 4,878	-458
Supplies	$ 9,590	$ 9,008	582
Library Materials	$ 7,228	$ 6,915	313
Total	**$35,000**	**$34,631**	**369**

These figures are what is on record in the program office. The official financial report prepared by the County accounting office may vary slightly as they use actual expenditures to prepare their report. (The official financials are attached in the appendix.)

Grant year is completed with approximately 99% of the funds expended. The salaries and fringes were solely for the program coordinator. Due to the fact that we hired the coordinator late we knew we were going to have excess funds in that category. After consulting with the program officer, we transferred some of the salary and fringe money to supplies and library materials. The supplies were for the display racks, tables and chairs, and desk for the room. The library materials were hi-lo books for collection development and software learning programs for the computers.

The existence of the lab as a result of this grant indeed had a positive effect on the program - a direct affect on those who had the opportunity to use the lab, and certainly an indirect effect on ours and other programs, as we did a workshop on this grant at the statewide literacy conference in September. The results we experienced we hope would be duplicated in other programs.

attachments:

R167A20095

RUN DATE: DEC 11 93
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** BROWARD COUNTY **
DETAIL LISTING OF OBLIGATIONS VS. BUDGET
FOR BUDGET FISCAL YEAR 1994(MY)
THROUGH 11/30/93

PAGE: 2,171
REPORT ID: A103

FUND: 836 LIB GRANTS
ORGANIZATION: 7358 LIB GRT/COMM LITERACY COORD
ORG MGR:
AGENCY: 025 COMM SVCS
ACTIVITY:

OBJECT CODE-DESCRIPTION	CURRENT PERIOD ENCUMBRANCES	CURRENT PERIOD EXPENDITURES	CURRENT PERIOD TOTAL OBLIGATIONS	FISCAL YEAR-TO-DATE OUTSTANDING ENCUMBRANCES	FISCAL YEAR-TO-DATE EXPENDITURES	FISCAL YEAR-TO-DATE TOTAL OBLIGATIONS	CURRENT BUDGETED AMOUNT	UNOBLIGATED BUDGET BALANCE
1200 REG SALARIES	0.00	0.00	0.00	0.00	14,566.65	14,566.65	13,762	804.65-
2100 FICA TAXES	0.00	0.00	0.00	0.00	1,114.30	1,114.30	1,052	62.30-
2200 RET CONTRIB	0.00	0.00	0.00	0.00	2,556.87	2,556.87	1,833	723.87-
2310 GROUP INS	0.00	0.00	0.00	0.00	1,048.00	1,048.00	1,048	.00
2400 WORKERS COMP	0.00	0.00	0.00	0.00	0.00	0.00	168	168.00
4510 SELF INSUR	0.00	0.00	0.00	0.00	319.00	319.00	319	.00
5100 OFFICE SUPP	0.00	0.00	0.00	0.00	508.23	508.23	550	41.77
6400 MACH & EQUIP	0.00	0.00	0.00	0.00	8,500.40	8,500.40	9,040	539.60
6442 COM SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0	.00
6600 LIB BKS PUB	35.33-	0.00	35.33-	642.50	6,108.44	6,750.94	7,228	477.06
TOT APPR UNT	35.33-	0.00	35.33-	642.50	34,721.89	35,364.39	35,000	364.39-
TOT ACTIVITY	35.33-	0.00	35.33-	642.50	34,721.89	35,364.39	35,000	364.39-
TOT ORGN 7358	35.33-	0.00	35.33-	642.50	34,721.89	35,364.39	35,000	364.39-

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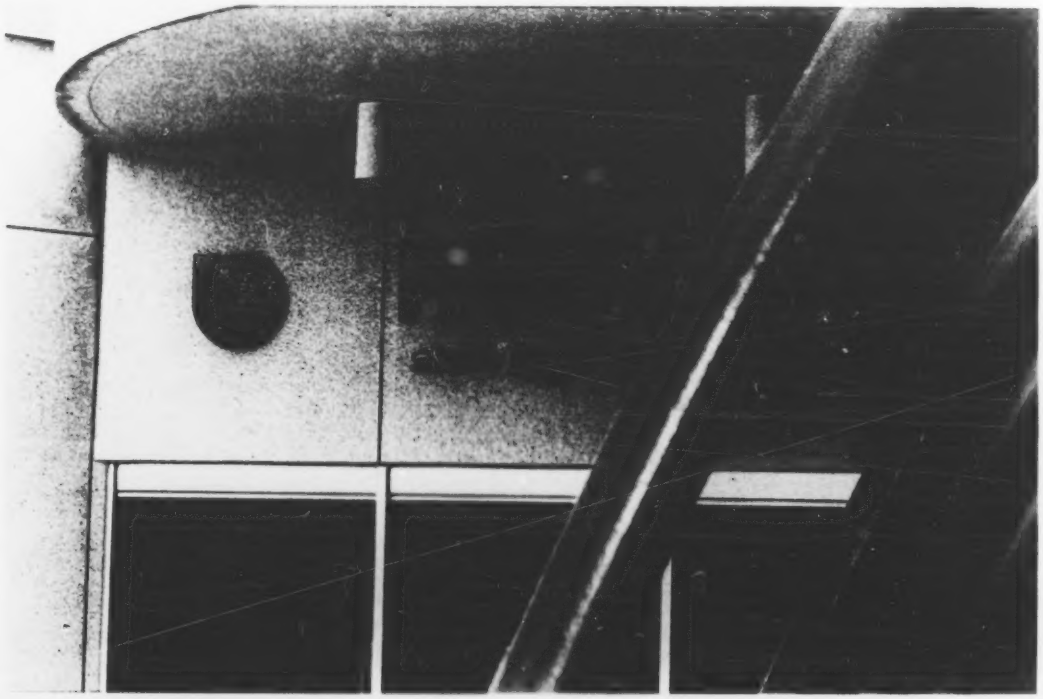
Scenes From South Regional Literacy Lab



Some of the Hi-Lo Collection for Students

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A Dark Meeting Room Becomes a Bright Lab

A Student and Tutor Working Away

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Evaluative Report - May, 1993
Community Literacy Specialist
South Regional Library
1992-1993

Purpose: This is a LSCA grant which intended to establish a fairly independent literacy program in the South Regional Branch in order to promote involvement and interest in literacy in the southwest Broward area. The focus point was to be a room or area dedicated to the tutors and students learning how to read, facilitated by an on-site coordinator.

Preliminary Results: The room at the South Regional Branch was identified at the beginning of the grant period. Work orders were executed to transform it from a dark cluttered room to a bright but sparsely furnished literacy lab. There was some money in the grant for furniture and the search for some unique and functional items that would not make it look like a classroom was initiated.
At the same time the procedure for hiring a coordinator hit a terrible snafu. Since there was no legal existing employment list for that grade position, the position had to be advertised, all of the applications graded and a list established. Due to the large number of applications and other commitments of members of the evaluation panel, it took much longer than expected to develop the list. Because of this delay, we have some excess salary money which will be put to good use providing it is approved by the funding source. The final outcome will be reported in the final evaluation. While the position was vacant, staff from the Mizell branch, visited the South Regional Branch to implement the grant and monitor progress. Therefore, all of the goals for the grant are pretty much on target. To summarize the first seven months:

1. The literacy office was set up as scheduled. The only delays were the hiring of the coordinator, and the purchase of some of the specialized furniture. As of now, the coordinator has been on payroll for two months, and all of the purchase orders have been issued, and delivery dates established.

2. Increase number of students and tutors at South Regional. The may report shows an increase of almost 30% at South Regional. This is good and the direct result of the coordinator working to establish more matches. The involvement of the college students on a formal basis is still being established between the literacy coordinator and head of Students Offer Service program.. This is expected to be in place before the beginning of the fall semester. Publicity for the program has been good, and an article with pictures was printed in the May, 2nd Miami Herald.

3. The first of two required workshops was held on May 15th, and was entitled, "Reading Recyclables". The workshop combined supplemental reading materials and techniques with recycling ideas and materials. The workshop was enjoyed by those attending, and many gave it an outstanding rating. The workshop was presented by Mrs. Shirley Ward, Curriculum Specialist, and Debra Floyd and Derald Shirley of the Read Campaign staff.

4. The Budget. The financial report through May show a balance of $25,590 or almost 73% remaining. However, once the final purchase requisitions are processed, the budget expenditures should be right on schedule. No corrective action is needed at this time.

5. Comments. We asked some of the Tutors and Students about what they thought of the literacy center, and these are some of their replies:

...value cannot be overstated.
A bright room (with a window !), well stocked...provides a professional and pleasant atmosphere.
... availability of materials and staff assistance help make the literacy program successful.
... simply delighted...comfortable....
... not only a convenience, but a necessity.
... and materials convenient is an added bonus.

Summary

The project has been a welcome and positive aspect for the South Regional Branch. We anticipate that we will meet and exceed all of the goals stated for the first year of the grant. We indeed hope that the funding for a second year will be forthcoming as we have plans for expanding services at that center, due to its overwhelming acceptance. As we wind up this year, we will include our plans for the future in the final report.

You're invited . . .

. . . TO A TUTORS' IN-SERVICE

GETTING TO KNOW YOU

The Friends of Literacy through Libraries and the Broward County READ Campaign want to personally invite you to attend our upcoming Tutor's In-service, Saturday, January 30, 1993. If you've been to one of our many previous in-services, we really don't need to tell you any more. You already know that these informative get-togethers are the best way you can stay in touch with the program, meet other tutors, share information and ideas, and learn new ways to help your student. But if you've never attended an in-service before, this is your chance to maximize your tutoring skills while sharing your joys and frustrations with other tutors. Also, bring your student along for one of the best learning experiences he or she can get. Refreshments will be served and it's all free! We look forward to seeing you there and we thank you for your efforts on behalf of literacy. You really make a difference!

WHAT WE'LL BE DOING

We have an exciting variety of interesting and informative workshops planned. ***Field Trips and Travel Packages for New Readers*** will deal with creating educational excursions to enhance the literacy experience. ***The Challenger Series*** will introduce tutors and students to the unique series that follow Laubach Skillbook 4. Would your student like to learn math? Our in-service will offer a special workshop on ***Math Workbooks*** students can use while they learn to read. If you or your student enjoy writing or would like to learn more about writing in literacy, don't miss the ***All-Day Writing Workshop***, where you can earn READ Campaign certification while learning how to help your student better express himself. By special request, *The Sun-Sentinel* will present an outstanding workshop on ***Using Newspapers in Literacy***, which will teach tutors how to use daily newspapers with new readers.

There will also be a ***Student/Tutor Rap Session*** at which participants can exchange ideas and stories. You'll also get to meet ***Oshay Bates,*** the READ Campaigns new Student Services Coordinator. Oshay will also conduct a Student Support Group session from 2 to 3 p.m.

DETAILS, DETAILS ...

The Tutor's In-service will be held from 9 a.m. to 2 p.m., except for the Writing Workshop, which will continue until 4 p.m. The in-service will take place at the South Regional Library at Broward Community College, 7300 Pines Blvd., Pembroke Pines. This is less than one mile west of Florida's Turnpike. See you there!

RSVP by January 23! • Call 765-4271!

Miami Herald, May 2, 1993

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ANEL SALE
irst visit only
am Filled Aluminum)
Galvanized Steel
25 YEARS
10 YEAR
WARRANTY

Importance of achievement is educator's first message

Adults get reading help from county

By GREG BROWN
Herald Staff Writer

Growing up in Belle Glade, Derald Hill-Shirley had a strong sense of success. Achievement ran in the family.

She's related to educators, administrators and doctors. Her parents, who began as migrant farmers, became teachers. They recently retired as administrators from the Palm Beach County school system. Hill-Shirley credits her grandparents for her parents' accomplishments.

"Because of the background they had, they wanted to achieve, they had the drive to better themselves," Hill-Shirley said.

Hill-Shirley, a Plantation resident, now dedicates her life to bringing the message of achievement to others.

Since Feb. 15, Hill-Shirley, 37, has managed 75 volunteer tutors at the Broward Community College/South Regional Library, 7300 Pines Blvd., Pembroke Pines. There, they teach adults to read, one on one. She works for the Read Campaign in Broward County, which estimates 200,000 adults in the county can't read their children a story and must say no when their kids ask for help with their homework. The classes are free.

Hill-Shirley is one of Read's 16 literacy specialists. But she is the first to manage the new full-time, library-based reading classes.

JANET JARMAN / Miami Herald Staff

STRUGGLE TO ACHIEVE: Derald Hill-Shirley is a literacy specialist who manages library-based reading classes at BCC.

The success stories are many, but Hill-Shirley particularly recalls a truck driver who came to BCC South bent on overcoming his lifelong reading problem, which made understanding even simple road signs impossible.

"He told us he was a great family man and provider, but he would stop and ask directions on which way to go," Hill-Shirley said. "Now he wanted to better himself."

Hill-Shirley, a Florida State University graduate, spent 16 years in public, private and university teaching.

In addition to teaching at Florida A&M University in Tallahassee, she worked on Big Bend 4-C, a federally funded program that taught child-care teachers in Tallahassee to prepare preschoolers for kindergarten and first grade.

"We chose her because we thought she had the background and the personality to deal with people one on one," said Janet Hansen, the Broward library system's literacy coordinator.

For Hill-Shirley, breaking new ground for the library's literacy campaign just means sticking to the high standards forged in her youth. As she tells her students: "Don't give up. It's never too late to achieve."

You can learn more about free adult literacy classes or about volunteering for the Read Campaign by calling Hill-Shirley at 963-8928 or the Read Campaign of Broward County at 765-4271.

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Hearing Tests Set For Senior Citizens...
Beltone 50 years
Hope For The Hard of Hearing
If you've been told you have nerve deafness or have trouble understanding conversation, listen to me, Herb Gorlin. Schedule a free electronic hearing test at a Beltone Hearing Aid
This tiny Beltone Petite may be all you need to hear better and enjoy life more.

BROWARD COUNTY SOUTH REGIONAL
BROWARD COMMUNITY COLLEGE LIBRARY

Judson A. Samuels Campus

A N N O U N C I N G

On July 31, 1993 READ Campaign South Regional/BCC Library Literacy Program 7300 Pines Blvd., Pembroke Pines, FL will present In-service Workshop Day II, 9:00am-2:00pm, Room 208.

The workshops planned for South Area tutors, students, volunteers and staff will feature presenters from the Broward County AAA (Travel Assoc.)/"New Readers and Travel" and READ staff. This is an event you don't want to miss. Please be reminded that lunch will be "on your own."

So make plans to attend the workshop day. Tutors please call Literacy Office at 305/963-8928 to confirm attendance for you and your student(s).

NOTE: The next South Area tutor support meeting will be held July 14, 1993, 6:30pm, at South Regional/BCC Library Literacy Room 209. Please mark your calendar, South Area tutor support meetings are held every second Wednesday of each month.

See you soon. HAVE A GREAT SUMMER !!!!!!

7300 Pines Boulevard • Pembroke Pines, Florida 33024 • (305) 963-8825

Conference Room

LITERACY AS A DAILY BRANCH SERVICE
Presenter: Derald Hill-Shirley

An LSCA Title VI grant enabled the South Regional Branch of the Broward County Library System to add a regular library staff position for a literacy specialist at the library. Learn more about this first step toward making literacy a traditional branch service.

11 a.m. - 11:50 a.m.

Reading Room

THE MULTICULTURAL EDGE
Presenters: Tanya Simons-Oparah, Terri Chalnick

Admitting a lack of reading skills can be a difficult task for anyone. But are we ensuring that people of varying ethnic and cultural backgrounds are taking advantage of literacy services and are they getting as much out of these services as possible?

Auditorium A

HOMEWORK ASSISTANCE
Presenter: Ed West

It may not be everyone's favorite part of the lesson but a daily homework assistance program which includes discussion and basic skill building is an invaluable tool in helping at-risk children or the children of new readers. Tutors and students alike will find this workshop helpful.

Conference Room

FIRST NEW READER CONGRESS PROJECT
Presenter: O'Shay Bates

Delegates from the conference's New Reader track will present the student issues they've identified in preparation for presentation to corporate leaders and an evening press conference.

11:50 a.m. - 12:35 p.m.

Auditorium A & B

LUNCH

Join us for a light lunch.

12:35 p.m.

Front door

RETURN TO MAIN LIBRARY

Bus leaves Collier City Branch Library to return to Main Library.

Participants sign up for the Statewide Conference at Main Library

Computers are a part of our South Regional Literacy Lab. Marti Lane Shows Tutors the Latest in Computer Software for Literacy

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